

## Brook Glenn Elementary

2003 East Lee Road

Taylors, SC 29687

**Grades** K-5 Elementary School

**Enrollment** 457 Students

**Principal** Bernice M. Jackson 864-355-4700

**Superintendent** Phinnize J. Fisher, Ed.D. 864-241-3456

**Board Chair** Charles J. Saylor 864-322-9053

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3         | 49   | 33      | 3             | 0              |

### IMPROVEMENT RATING

AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

|      | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2002 | Excellent       | Good               | N/A                      |
| 2003 | Excellent       | Good               | Yes                      |
| 2004 | Good            | Below Average      | Yes                      |
| 2005 | Good            | Average            | Yes                      |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

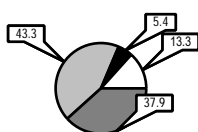
## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

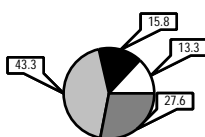
95.7%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

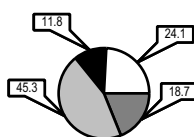
### English/Language Arts



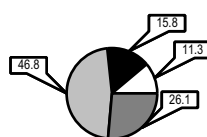
### Mathematics



### Science

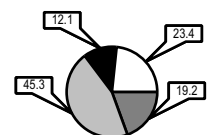
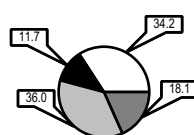
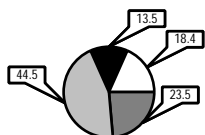
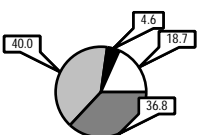


### Social Studies



### Our School

### Elementary Schools with Students like Ours



### Definition of Critical Terms

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

### Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 219   | 99.5            | 12.9                 | 43.6           | 38.1                | 5.4               | 60.4  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 124   | 99.2            | 17.5                 | 44.7           | 34.2                | 3.5               | 55.3  |                                      |  |
| Female   | 95  | 100.0           | 6.8                  | 42.0           | 43.2                | 8.0               | 67.0  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 120   | 99.2            | 8.0                  | 40.2           | 42.9                | 8.9               | 67.0  | Yes                                  | Yes                                    |
| African American   | 73  | 100.0           | 24.2                 | 47.0           | 28.8                | 0.0               | 45.5  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | 9   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 17  | 100.0           | 0.0                  | 46.7           | 53.3                | 0.0               | 86.7  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 187   | 99.5            | 6.4                  | 44.5           | 43.4                | 5.8               | 67.6  |                                      |  |
| Disabled   | 32  | 100.0           | 51.7                 | 37.9           | 6.9                 | 3.4               | 17.2  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 219   | 99.5            | 12.9                 | 43.6           | 38.1                | 5.4               | 60.4  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 9   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 210   | 99.5            | 13.0                 | 42.5           | 38.9                | 5.7               | 60.1  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 102   | 100.0           | 18.0                 | 56.2           | 24.7                | 1.1               | 50.6  | Yes                                  | Yes                                    |
| Full-pay meals   | 117   | 99.2            | 8.8                  | 33.6           | 48.7                | 8.8               | 68.1  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 219 | 100.0 | 13.3 | 43.3 | 27.6 | 15.8 | 59.6 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 124 | 100.0 | 12.2 | 45.2 | 27.8 | 14.8 | 61.7 |     |     |
| Female   | 95  | 100.0 | 14.8 | 40.9 | 27.3 | 17.0 | 56.8 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 120 | 100.0 | 7.1  | 36.3 | 34.5 | 22.1 | 71.7 | Yes | Yes |
| African American   | 73  | 100.0 | 25.8 | 59.1 | 10.6 | 4.5  | 34.8 | Yes | Yes |
| Asian/Pacific Islander                                   | 9   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 17  | 100.0 | 13.3 | 20.0 | 53.3 | 13.3 | 73.3 | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 187 | 100.0 | 9.2  | 42.0 | 30.5 | 18.4 | 65.5 |     |     |
| Disabled   | 32  | 100.0 | 37.9 | 51.7 | 10.3 | 0.0  | 24.1 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 219 | 100.0 | 13.3 | 43.3 | 27.6 | 15.8 | 59.6 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 9   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 210 | 100.0 | 13.9 | 43.3 | 26.8 | 16.0 | 59.8 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 102 | 100.0 | 18.0 | 55.1 | 22.5 | 4.5  | 47.2 | Yes | Yes |
| Full-pay meals   | 117 | 100.0 | 9.6  | 34.2 | 31.6 | 24.6 | 69.3 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 219   | 100.0           | 24.1                 | 45.3           | 18.7                | 11.8              | 30.5                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 124   | 100.0           | 25.2                 | 47.8           | 16.5                | 10.4              | 27.0                                 |
| Female                         | 95  | 100.0           | 22.7                 | 42.0           | 21.6                | 13.6              | 35.2                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 120   | 100.0           | 13.3                 | 43.4           | 26.5                | 16.8              | 43.4                                 |
| African American               | 73  | 100.0           | 47.0                 | 43.9           | 7.6                 | 1.5               | 9.1                                  |
| Asian/Pacific Islander         | 9   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 17  | 100.0           | 6.7                  | 60.0           | 20.0                | 13.3              | 33.3                                 |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 187   | 100.0           | 16.7                 | 49.4           | 20.7                | 13.2              | 33.9                                 |
| Disabled                       | 32  | 100.0           | 69.0                 | 20.7           | 6.9                 | 3.4               | 10.3                                 |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 219   | 100.0           | 24.1                 | 45.3           | 18.7                | 11.8              | 30.5                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 9   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 210   | 100.0           | 24.2                 | 44.3           | 19.1                | 12.4              | 31.4                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 102   | 100.0           | 37.1                 | 44.9           | 12.4                | 5.6               | 18.0                                 |
| Full-pay meals                 | 117   | 100.0           | 14.0                 | 45.6           | 23.7                | 16.7              | 40.4                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 219 | 100.0 | 11.3 | 46.8 | 26.1 | 15.8 | 41.9 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 124 | 100.0 | 13.0 | 47.0 | 24.3 | 15.7 | 40.0 |
| Female                         | 95  | 100.0 | 9.1  | 46.6 | 28.4 | 15.9 | 44.3 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 120 | 100.0 | 8.0  | 38.9 | 32.7 | 20.4 | 53.1 |
| African American               | 73  | 100.0 | 19.7 | 63.6 | 12.1 | 4.5  | 16.7 |
| Asian/Pacific Islander         | 9   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 17  | 100.0 | 0.0  | 33.3 | 40.0 | 26.7 | 66.7 |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 187 | 100.0 | 7.5  | 46.0 | 28.7 | 17.8 | 46.6 |
| Disabled                       | 32  | 100.0 | 34.5 | 51.7 | 10.3 | 3.4  | 13.8 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 219 | 100.0 | 11.3 | 46.8 | 26.1 | 15.8 | 41.9 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 9   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 210 | 100.0 | 11.3 | 47.4 | 25.8 | 15.5 | 41.2 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 102 | 100.0 | 15.7 | 58.4 | 19.1 | 6.7  | 25.8 |
| Full-pay meals                 | 117 | 100.0 | 7.9  | 37.7 | 31.6 | 22.8 | 54.4 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 72   | 100.0    | 19.4          | 31.3    | 43.3         | 6.0        | 49.3                         |
|                              | 4     | 70   | 100.0    | 5.8           | 39.1    | 50.7         | 4.3        | 55.1                         |
|                              | 5     | 57   | 100.0    | 13.2          | 62.3    | 22.6         | 1.9        | 24.5                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 69   | 98.6     | 12.7          | 44.4    | 39.7         | 3.2        | 42.9                         |
|                              | 4     | 68   | 100.0    | 19.7          | 41.0    | 34.4         | 4.9        | 39.3                         |
|                              | 5     | 82   | 100.0    | 7.7           | 44.9    | 39.7         | 7.7        | 47.4                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 72   | 100.0    | 14.9          | 65.7    | 14.9         | 4.5        | 19.4                         |
|                              | 4     | 70   | 100.0    | 5.8           | 26.1    | 43.5         | 24.6       | 68.1                         |
|                              | 5     | 57   | 100.0    | 24.5          | 49.1    | 18.9         | 7.5        | 26.4                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 69   | 100.0    | 12.5          | 56.3    | 26.6         | 4.7        | 31.3                         |
|                              | 4     | 68   | 100.0    | 23.0          | 50.8    | 18.0         | 8.2        | 26.2                         |
|                              | 5     | 82   | 100.0    | 6.4           | 26.9    | 35.9         | 30.8       | 66.7                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 69   | 100.0    | 29.7          | 51.6    | 15.6         | 3.1        | 18.8                         |
|                              | 4     | 68   | 100.0    | 34.4          | 45.9    | 9.8          | 9.8        | 19.7                         |
|                              | 5     | 82   | 100.0    | 11.5          | 39.7    | 28.2         | 20.5       | 48.7                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 69   | 100.0    | 10.9          | 53.1    | 26.6         | 9.4        | 35.9                         |
|                              | 4     | 68   | 100.0    | 13.1          | 52.5    | 21.3         | 13.1       | 34.4                         |
|                              | 5     | 82   | 100.0    | 10.3          | 37.2    | 29.5         | 23.1       | 52.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | Our School             | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|-----------------------|--|--------------------------|
| <b>Students (n= 457)</b>  |                        |                       |  |                          |
| First graders who attended full-day kindergarten                                | 98.8%                  | Up from 98.6%         | 100.0%                                     | 100.0%                   |
| Retention rate  | 3.1%                   | Down from 4.1%        | 3.0%                                       | 3.0%                     |
| Attendance rate   | 96.7%                  | Down from 97.1%       | 96.4%                                      | 96.3%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 0.0%                   | No change             | 4.2%                                       | 3.7%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0%                   | No change             | 3.2%                                       | 3.2%                     |
| Eligible for gifted and talented  | 18.3%                  | Down from 18.5%       | 14.8%                                      | 12.0%                    |
| On academic plans   | N/AV                   | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV                   | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 8.2%                   | Down from 9.0%        | 9.0%                                       | 8.2%                     |
| Older than usual for grade  | 0.9%                   | Up from 0.2%          | 0.8%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%                   | No change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n= 27)</b>   |                        |                       |  |                          |
| Teachers with advanced degrees  | 55.6%                  | Up from 54.2%         | 53.3%                                      | 52.6%                    |
| Continuing contract teachers  | 74.1%                  | Down from 87.5%       | 85.7%                                      | 83.3%                    |
| Highly qualified teachers   | 88.5%                  | Down from 90.0%       | 93.8%                                      | 93.5%                    |
| Teachers with emergency or provisional certificates                             | 0.0%                   | No change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year   | 89.9%                  | Up from 86.3%         | 88.3%                                      | 87.0%                    |
| Teacher attendance rate   | 96.0%                  | Up from 95.9%         | 95.1%                                      | 95.0%                    |
| Average teacher salary  | \$44,843               | Up 1.9%               | \$41,876                                   | \$41,703                 |
| Prof. development days/teacher  | 14.5 days              | Down from 25.6 days   | 13.1 days                                  | 12.8 days                |
| <b>School</b>   |                        |                       |  |                          |
| Principal's years at school   | 2.5                    | Up from 1.6           | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects  | 22.4 to 1              | Up from 22.0 to 1     | 19.0 to 1                                  | 18.8 to 1                |
| Prime instructional time  | 91.1%                  | Down from 92.0%       | 89.9%                                      | 89.8%                    |
| Dollars spent per pupil*  | \$5,783                | Up 4.8%               | \$6,061                                    | \$6,242                  |
| Percent of expenditures for teacher salaries*                                   | 67.4%                  | Up from 66.6%         | 67.0%                                      | 65.8%                    |
| Opportunities in the arts   | Good                   | No change             | Good                                       | Good                     |
| Parents attending conferences   | 99.0%                  | No change             | 99.0%                                      | 99.0%                    |
| SACS accreditation  | Yes                    | No change             | Yes  | Yes                      |
| Character development program   | Excellent              | Up from Average       | Excellent                                  | Good                     |
| * Prior year audited financial data are reported.                               |                        |                       |  |                          |
|   | <b>Our District</b>    |                       | <b>State</b>                               |                          |
| Highly qualified teachers in low poverty schools                                | 92.8%                  |                       | 89.4%                                      |                          |
| Highly qualified teachers in high poverty schools                               | 95.5%                  |                       | 90.1%                                      |                          |
|   | <b>State Objective</b> |                       | <b>Met State Objective</b>                 |                          |
| Highly qualified teachers in this school  | 65.0%                  |                       | Yes  |                          |
| Student attendance in this school   | 95.3%                  |                       | Yes  |                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

**Goals and Objectives:** Through the combined efforts of home, school and community, the purpose and mission of Brook Glenn Elementary School is to educate and provide the foundation for students to become lifelong learners and responsible citizens. In a safe and positive environment, with current curriculum; creative and varied instruction; and authentic and relevant assessment, students begin their educational journey with success and eager anticipation for their future. The Brook Glenn staff strives for continuous improvement in instructional delivery and student performance. This year our focus on educational improvement included increasing the percentage of students who demonstrate proficiency and advanced status in academic areas; enhancing the curriculum through the use of technology; higher level thinking and reasoning skills in math; and enhancing parent and community involvement.

**Accomplishments:** Brook Glenn's students in third and fourth grades continue to achieve at or beyond the state and district testing averages on PACT Math. Grade four test results exceeded both the district and state on PACT ELA. Over the years, Brook Glenn has experienced a tradition of success. We have received an EXCELLENT Absolute Rating for three consecutive years; however, our rating for the 2003-2004 school was GOOD. Our academic success is fostered through a variety of school-wide activities such as the Accelerated Reader Program, Volunteer Readers, Artist In Residence, After-school Tutorial Program, and Science Fun Day. Our school promotes quality instruction through the following programs: ESOL, Guidance, Reading Specialist, Resource, Challenge, Speech, and Related Arts. Our Mileage Club was recipient of the 2004-2005 All Health Team Award. Academic expectations are clearly defined through class syllabus, Curriculum Night, class Web sites, and weekly communications with parents. Additional strengths of the instructional program include High School Teacher Cadets and hands-on mathematics/science programs. We have a "highly qualified" staff as defined by the No Child Left Behind Act, and a supportive PTA, which was the recipient of the SC PTA Spirit of the Community Award and the Blood Drive Sponsor Group of the Year 2004 Award. New programs implemented this year include Coffee Chats with the Principal and the Baldrige Model for Continuous Improvement.

**Plans for the future:** We are proud of our progress and appreciative of the parents, business partnerships, and community volunteers that continue to support our program and efforts. Brook Glenn will continue to implement the Malcolm Baldrige criteria for performance excellence. We will continue to use data and research - based Best Practices for enhancing student achievement and making revisions to the curriculum. We plan to cultivate the unique potential of each child; provide excellent academic instruction; model respect, tolerance, cooperation; and demonstrate that learning is a lifelong process.

Bernice M. Jackson, Principal  
Lori Anderson, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 29       | 76        | 44       |
| Percent satisfied with learning environment            | 96.3%    | 86.3%     | 95.1%    |
| Percent satisfied with social and physical environment | 82.8%    | 85.1%     | 92.9%    |
| Percent satisfied with school-home relations           | 75.0%    | 89.2%     | 83.7%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.